



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Pips Bach - Cefnlllys

**Llandrindod Wells C P School
Cefnlllys Lane
Llandrindod Wells
LD1 5WA**



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Description of the service

Pips Bach was registered in October 2007 to provide sessional care for up to 16 children (at any one time) aged two and a half to four years and is based in a demountable classroom on the campus of Cefnlllys School. They have very close links with the primary school. The Responsible Individuals are Ashley Clare and Lorraine Cadwallader-Jones. It is also an approved service to provide early year's education places for three year olds. The opening hours are Monday to Friday 8:45am to 11:15am.

Summary of our findings

1. Overall assessment

Children have a voice and are listened to. Children benefit from the planning of a range of activities and experiences that encourage their overall development, whilst they are having fun. Staff at Pips Bach are competent, attentive and caring and meet the children's individual needs. Leaders provide a safe and stimulating environment for the children's exploration and play. The service is well run and very good partnerships exist between parents and staff and other professionals.

2. Improvements

None noted.

3. Requirements and recommendations

We recommended that:

- One to one staff supervisions are completed more frequently;
- the statement of purpose needs updating;
- the complaints and safeguarding procedures need to include information in relation to allegations against the RI or PiC;
- activities are extended so all children can partake in them and
- activities are planned for the whole group rather than individual children.

1. Well-being

Summary

Children are listened to and are able to make choices and decisions. They participate in a range of interesting, stimulating play and learning experiences, these activities help them to grow and develop well. Children are comfortable and happy at the service and they have positive relationships with others. Children are becoming independent and their individual needs are well supported by a range of professionals.

Our findings

1.1 To what extent do children have a voice?

Children make choices and decisions and express themselves well.

Children chose the toys and resources that they wished to play with during free play. Children were fully engaged in the activity at circle time when they all sat together to sing songs, listened to a story and talked about the weather. During snack time, children chose what they wanted to drink and what snack they wanted from the selection on offer. For instance, children had a choice of milk or water to drink, and a range of fruit and toast. Children chatted freely to staff and their friends and expressed their wishes and feelings such as asking for more snack.

Children are confident that they have a voice.

1.2 To what extent do children feel safe, happy and valued?

Children behave appropriately and are able to express what they need. They are beginning to understand the feelings of others.

Children entered the setting quite happily and immediately explored their environment or found something to play with. We saw children co-operating, playing in pairs and in small groups. For example, we saw a group of children playing in the home corner, making each other Chinese food. Other children were seen playing with dragons which were part of the current topic, which was Chinese New Year. We also saw children sharing and taking turns when they were playing both inside and outside. Children chatted comfortably with their friends and with adults. They responded well to praise and there were lots of smiles and giggles in response.

Children feel safe, happy and valued.

1.3 How well do children interact?

Children are learning to co-operate, share and take turns.

Children chose whether they wanted to play by themselves or with others; some played independently with toys or activities such as drawing, whilst others engaged in their play together. Two children busied themselves in the cooking area which was set up as a Chinese restaurant adding ingredients to the pans discussing what they need to do next. Children willingly responded to staff's requests, such as when they were asked to line up and to get ready to go outside and play, the children listened and co-operated.

Children interact well with each other and the staff caring for them.

1.4 To what extent do children enjoy their play and learning?

Children are active and interested in what they do.

Children were fully engaged in their play and with the activities provided for them. Children freely explored both the inside and outside areas and showed that they knew what toys and resources were available to them as they readily sought out particular toys or items. All children participated fully in the group activities that had been planned for them. The coloured rice was a big hit with the children and plans to further extend the activity were made.

Children enjoy their play and learning.

1.5 How well do children develop, learn and become independent?

Children have opportunities to develop their individual skills and independence

We saw children putting their own coats on with minimal support, clearing their plates away and pouring their own drinks with a little support. Children were learning good table manners and social skills at snack time. We saw that the children sat together and were encouraged to talk and say please and thank you when they received their snack. Children were observed using appropriate language skills by asking and answering questions about the story that was read to them. They also gained language skills by singing familiar songs and chatting to staff, in both Welsh and English

Children develop well and have good opportunities to practise self help skills.

2. Care and Development

Summary

Staff are well-trained attentive and caring. Staff provide a range of interesting and stimulating play and learning experiences which take into account children's individual tastes and interests. Staff act as positive role models for children, thereby encouraging them to behave and interact well with others. Staff ensure that the children make good progress at the service.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff receive training and implement policies and procedures to help children keep safe and healthy.

All staff had undergone training in first aid, child protection and food hygiene. Staff followed infection control procedures by wiping down tables with anti-bacterial spray before and after eating. Hand washing was part of the daily routine and staff were seen using disposable gloves and aprons when serving food and assisting in the toilet of children. Staff ensured that children had periods of physical play by including regular outdoor play sessions and a focus on physical development in the daily activity plans. Staff provided children with healthy snacks, which included a range of fruit and a birthday cake as a treat. Staff are aware of the services child protection policy and discussions indicate that they know what to do if they had any concerns.

Staff are successful in helping to keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff are positive role models for children.

Staff followed the behaviour management and discipline policy and act as good role models; they emphasised praise and encouraged self-discipline. For example, staff spoke to the children in a warm manner and showed they were interested in them by engaging them in conversation and listening and responding to their answers. Staff praised children for positive actions or for their efforts, clapping them and rewarding. Staff spoke to children at their level, made good eye contact and used a sensory approach, for example they stroked a child's hand to demonstrate gentle hands. Staff gave extra individual support to children where it was needed to facilitate their interactions, such as sitting closely to children in group activities.

Staff manage children's interactions effectively.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff promote children's all-round development through a range of planned play and learning experiences. Staff identify children's individual needs and provide appropriate support.

Staff acted as key workers and assessed the development of their key children. We found, through discussion with staff, that they were familiar with the needs and stages of development of the children in their care. We saw that observations of children's progress were regularly recorded and appropriate activities were planned for the children, such as cooking activities, painting and sand play. Staff had completed Foundation Phase training and we saw them using the principles by making learning fun, asking open ended questions and encouraging children to do things for themselves. A profile of the children's growing skills was recorded and a Foundation Phase profile record had been completed to show the progress that children had made, most of which showed good progress. Children who needed more support were seen to have one to one provision in place and a detailed plan.

Staff are competent at meeting children's needs and effectively promote their play and learning.

3. Environment

Summary

Leaders ensure that children are cared for in a stimulating environment that provides appropriate play opportunities for children. Resources are suitable for the needs of the children and are good quality. There are some limitations due to the size of the demountable classroom and lack of free flow to the outdoor play area.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Leaders put measures in place to ensure that the environment is safe for children.

Children accessed the building through a locked, secure door that was monitored by staff. Risk assessments had been carried out, but there is a need for these to be reviewed. Fire extinguishers had been checked and maintained through the school.

Leaders ensured that regular fire drills were carried out. The nursery was clean and we saw that there was a staff cleaning rota in place.

Leaders are committed to providing a safe environment for children.

3.2 How well do leaders ensure the suitability of the environment?

Leaders ensure that the environment is a welcoming and stimulating for children's to play and learning.

The entrance was welcoming with children's work displayed on the walls. Leaders had arranged the rooms according to the principles of the Foundation Phase as areas were dedicated to different forms of play or activities. For example, there was a quiet area/reading nook, a role play area, a carpeted area for circle time, a construction area and a messy play/creative area. The bathroom had child-sized toilets. The walls of the main room were decorated with displays that incorporated children's artwork. Storage of activities/resources was clearly labelled and was accessible to the children. Children used child-size tables and chairs. The room was shared with another group so there were some restrictions in relation to this. There was no direct access to outdoor play, but outside play was accessed regularly.

Leaders are effective in ensuring the environment is suitable.

3.3 How well do leaders ensure the quality of resources and equipment?

Children benefit from high quality resources, equipment and toys.

All of the toys and resources in the facility were of a good quality and were well maintained. Children were able to access a good range and variety of toys and resources, suited to their age and stage of development. These include books, toys and dressing up clothes that encouraged role play, creative materials such as play dough mats and paints. Outdoor toys and resources were available that encouraged creative play and gross motor skills.

Leaders provide toys and resources that are of a high standard.

4. Leadership and Management

Summary

Leaders have developed good systems and procedures to ensure the smooth running of the service. Staff know their roles and responsibilities and work well as a team, as well as with other professionals. The service's policies reflect the practice and ensure good outcomes for children. Good relationships are in place with parents.

Our findings

4.1 How effective is leadership?

Leaders create a positive ethos whereby children and staff feel valued.

During the visit we discussed the statement of purpose with the leaders and some minor amendments were made to this document to make it clearer and a more accurate reflection of the service. Staff told us that the leaders were supportive and that they felt that the staff were a strong team, which was also evident in our observations, where we saw the staff working cooperatively. The person in charge led by example. We saw a sample of the playgroups policies and leaders told us that staff had the opportunity to read these. We saw that some minor amendments were needed. Staff had also signed to confirm that they had read them.

Leadership is mainly effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders evaluate staff performance and the care they provide, and are beginning to consider evaluating the service as a whole.

Leaders sought feedback from the staff during team meetings and during staff supervision and appraisals. Staff had been supervised annually and the need for these to be more regular was discussed. During supervision meetings leaders had discussed staff performance, reviewed their targets and identified any arising training needs that were needed in order for staff to improve their skills. Leaders had undertaken a quality of care review and completed a report which parents had all seen.

A quality of care review and reporting system has not yet been completed. However leaders are beginning to evaluate the service and draw up a formal plan for improvement.

4.3 How effective is the management of practitioners, staff and other resources?

Leaders follow safe recruitment procedures and ensure that staff have defined roles and responsibilities.

We inspected a sample of two staff files and found that leaders had completed all of the relevant suitability checks on them. Leaders implemented an induction process which covered the service's policies and health and safety procedures. Staff were given clear roles and responsibilities, which they understood. Attendance registers showed that staffing ratios were maintained. Leaders said that staff absences for illness or training were covered using staff from the attached primary school and suitability had been checked.

Leaders manage staff appropriately.

4.4 How effective are partnerships?

Leaders maintain regular communication with parents in order to meet children's needs and to keep parents informed of their children's development.

Leaders had worked with parents to identify children's needs and preferences before they started at the playgroup. We inspected a sample of children's records and found that these were fully completed and that basic information had been sought about children's health needs, allergies and any concerns about children's development. When a possible additional need was identified, leaders sought additional advice and support from agencies such as the speech and language service and health visitors. We saw parents being given verbal feedback on their child's session at the nursery. Leaders had also established a strong relationship with the attached school and leaders discussed good practice and ideas.

Leaders have developed effective partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended that:

- Supervisions are completed more frequently;
- statement of purpose needs updating;
- complaints and safeguarding procedure needs to include information in relation to allegations against the RI or PiC;
- make sure activities are extended so all children can partake in them, and
- plan activities for the whole group rather than individual children

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

- one inspector undertook the inspection over a period of three hours on 20 February 2018 and for 3 hours on the 21 February 2018
- we referred to information held by us about the service;
- we looked at a sample of documentation and policies during the visit, such as children's/staff's attendance registers, risk assessments, development records, contracts and children's information forms, maintenance records forms;
- we observed the interactions between the staff and the children present;
- we undertook a visual inspection of the premises and
- we spoke to staff members.

Further information about what we do can be found on our website www.cssiw.org.uk

7. About the service

Type of care provided	Childrens Day Care Sessional Day Care
Responsible Individual	Ashley Clare Lorraine Cadwallader-Jones
Person in charge	Dawn Lewis
Registered maximum number of places	16
Age range of children	3-4 years
Opening hours	Monday to Friday 8.45am-11.15am
Operating Language of the service	English
Date of previous CSSIW inspection	29 January 2015
Dates of these inspection visits	20 and 21 February 2018
Is this a Flying Start service?	no
Is early years education for three and four year olds provided at the service?	yes
Does this service provide the Welsh Language active offer?	The service is working towards providing the active welsh offer.
Additional Information:	